

Texas Education Agency Standard Application System (SAS)

2018-2019 Texas Education for Homeless Children and Youth		
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	<small>Place date stamp here</small> 2018 APR -3 AM 9:11
Submittal Information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Wichita Falls ISD	243-905			
Vendor ID #	ESC Region #	DUNS #		
1756002774	9	094263704		
Mailing address	City	State	ZIP Code	
1104 Broad Street	Wichita Falls	TX	76307-7533	
Primary Contact				
First name	M.I.	Last name	Title	
Debbie		Gonzalez	Homeless Liaison	
Telephone #	Email address		FAX #	
94-235-1024	dgonzalez@wfsd.net		940-720-3243	
Secondary Contact				
First name	M.I.	Last name	Title	
Alefa		Paris-Toulon	Director of Federal and State Programs	
Telephone #	Email address		FAX #	
940-235-1024	aparis-toulon@wfsd.net		940-720-3243	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Alefa		Paris-Toulon	Director of Federal Programs
Telephone #	Email address		FAX #
940-235-1024	aparis-toulon@wfsd.net		940-720-3243

Signature (blue ink preferred)

Date signed



3/29/18

Only the legally responsible party may sign this application.

701-18-109-042

Schedule #1—General Information	
County-district number or vendor ID: 243-905	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.
 For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 243-905 Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 243-905 Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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18.	The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings.
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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 243-905

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 243-905 Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 243-905	Amendment # (for amendments only):
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Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Do not submit this schedule with the original grant application. Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 240-905		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 243-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Wichita Falls ISD is applying for TEHCY funds in order to serve students living in homeless situations above and beyond what is required by law. The TEHCY funds would be used to fund a portion of a Homeless Liaisons position to oversee and implement the activities as explained in the TEHCY grant application. The remaining funds will be budgeted to fund the various activities conducted by the project. The applicant will work in conjunction with the Federal Programs Office which oversees all grants within our district to develop a budget that supports the activities of the project. Within these budget discussions, the Homeless Liaison will share information regarding homeless youth as well as the needs of these students we are currently serving through the TEXSHEP grant. The applicant will also use this data as a historical guide to derive a needs assessment of what the past and current needs of these students. Another role of the Federal Programs Office will be to assist the project with the needs assessment process which will be addressed in the (DIP) District Improvement Plan. In addition, the Federal Programs Office will act as a check and balances system for the project by being included in the review and approval process of all financial decisions made by the liaison.

The program the project plans to provide is training to district staff and community stakeholders to increase awareness and identification of homeless students. The project will provide assistance to students and their families to meet their basic needs. The project will assist families/students with clothing and/or standard dress, supplies and materials as a means to ensure students are school ready. The project will coordinate a Snack Pack Program for homeless students to take home during the middle of the week at several high need campuses. With 66% percent of our district qualifying for the free-reduced lunch program and many of these students participating in other food programs provided through the Area Food Bank nutrition is a definite need. Lastly, the project will work with the district's bus contractor to collaborate with transportation to provide transportation and school of origin (transportation) to homeless students. The project will also assist students with transportation by partnering with the city's bus company to provide bus passes for students that encounter special circumstances. In order to evaluate the projects effectiveness, the project will maintain a master spreadsheet to track campus and demographic data as well as activities of the project. The project will report the tallied the data collected at mid-year and end of the year which will give the project a snapshot view of the project. This data will also provide the project with a chance to make changes within the project and/or amendments.

The project's homeless liaison will collaborate with its stakeholders to deliver other services to homeless students and their families. Some examples of these collaborative activities are: students referrals to (CIS) Communities In Schools which provides a day and after school program at the secondary level for at-risk youth; coordinate with MLK Center to provide holiday baskets to families; coordinate with (PBS) Project Back to School which donates backpacks and school supplies to our LEA; and refer families to United Way which maintains the 211 call center for local and statewide social services.

The project liaison will also seek out new stakeholders to join the project in year two and three in order to expand services to students. The project will also collaborate with the Title I Program to provide supplies, educational materials and technology at a few of our area shelters. Additionally through this partnership, funding for a tutor to work with these students would be set aside to assist homeless students staying a at local shelters. In an effort to assist children that are struggling in school as well as provide support to the students that will be taking the state test.

In conclusion, the WFISD has long demonstrated a commitment to educating all students within it district by applying for various grant funds to assist its most needy students. Without this program, the types of services and the extent to which WFISD can service these students maybe limited

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 243-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

(This area is intentionally left blank for the applicant to provide a brief overview of the program.)

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By TEA staff person:

Schedule #6 – Program Budget Summary					
County-district number or vendor ID: 243-905			Amendment # (for amendments only):		
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$14,287	\$0	\$14,287
Schedule #8	Professional and Contracted Services (6200)	6200	\$50	\$0	\$50
Schedule #9	Supplies and Materials (6300)	6300	\$6,175	\$706	\$6,881
Schedule #10	Other Operating Costs (6400)	6400	\$3,150	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$0	\$0	\$0
Percentage% indirect costs (see note):			N/A	\$382	\$382
Grand total of budgeted costs (add all entries in each column):			\$23,662	\$1,088	\$24,750
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$24,750
Percentage limit on administrative costs established for the program (8%):					24,750 × .08
Multiply and round down to the nearest whole dollar. Enter the result.					\$1,980
This is the maximum amount allowable for administrative costs, including indirect costs:					\$1,980

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 243-905		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor		1	\$2,250
Program Management and Administration			
4 Project director		1	\$9,921
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant			\$
16 ESC coordinator/manager/supervisor			\$
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112	Substitute pay		\$
26 6119	Professional staff extra-duty pay		\$
27 6121	Support staff extra-duty pay		\$
28 6140	Employee benefits		\$2,116
29 61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs		\$2,116
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$14,287

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 243-905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Print Shop	\$50
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$50
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$50

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 243-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$6,881
Grand total:		\$6,881

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 243-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$3,150
Grand total:		\$3,150

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 243-905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$	\$0
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$0
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 243-905										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	9,342	66.27%												
Identified homeless students	318	2.26%												
Students identified homeless with a 5A Crisis Code	4	0.0285%												
Students identified homeless with a 5B Crisis Code	0	0%												
Students identified homeless with a 5C Crisis Code	0	0%												
Attendance rate for identified homeless students	NA	%												
Attendance rate for economically disadvantaged students	NA	%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter										
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
30	25	28	25	29	28	28	20	25	25	23	21	18	25	350

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Schedule #13—Needs Assessment

County-district number or vendor ID: 243-905	Amendment # (for amendments only):
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Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the district level, the WFISD meets several times a school year as a committee to review the needs of the district. The Homeless Liaison offers input to the DAC representative in regards to collecting, analyzing and reviewing of the various data pertaining to Homeless students. These needs are documented in not only the District Plan but in each of the campuses Campus Improvement Plan.

More specific to the current program, the Homeless Liaison reviews the data that it collects at mid-year and end-of-year in efforts to note any trends within the current program. From these reviews, the liaison is able to make a determination as to what the needs of the program are as well as create strategies that will address these needs. Each year, funds are budgeted to conduct the activities of the project. However, the funds are also subject to change based on the needs of the students. In such instances, amendments are made and funds may be reallocated towards different line item activities depending on the needs of the students the project is servicing during that year.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 243-905		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	The LEA has identified the need for clothing and standardized dress as initial needs of students when they enroll into school.	The applicant will budget funds to purchase clothing and/or standardize dress (upon request) for students during the school year. Items such as socks, shoes, undergarments, coats, pants, tops, shorts, hats and gloves would be purchased to assist students to be school ready through the school year.
2.	The LEA has seen a need for homeless students to be food secure.	The applicant will address food insecurities in several ways: 1) students that qualify for the homeless program will automatically qualify for free lunch service; the Homeless Liaison will notify Food Service and campus personnel of the students lunch status, 2) the project will conduct a "snack pack" program at various high need campuses, homeless students will receive these snack bags mid-week each week through the school year, 3) make referrals to other food programs throughout the community in order to secure food for students/families.
3.	The LEA has seen a need to continue to provide regular, school of origin as well as alternative transportation options.	The applicant will coordinate regular and school of origin transportation upon request for students. The applicant will also budget funds to purchase city bus tickets as a alternative means of transportation.
4.	The LEA has seen a need to continue to provide training for district staff to increase awareness.	The applicant will budget funds for the Homeless Liaison to receive training on McKinney-Vento (which may be held at various location). Furthermore, the applicant will provide training to district staff regarding the homeless program.
5.	The LEA has seen a need to provide a tutor to assist students with homework staying at one of our local shelters.	The applicant will budget funds for a tutor to work with students staying at one of our local shelters a few days a week throughout the school year. The applicant will also partner with the Title I Program to provide supplies and materials to the tutor working at the shelter.
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Schedule #14—Management Plan		
County-district number or vendor ID: 243-905		Amendment # (for amendments only):
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Title	Desired Qualifications, Experience, Certifications
1.	Homeless Liaison	<ul style="list-style-type: none"> -Degree in social work or related field from an accredited college or university, -A valid Texas license in social work (granted by the Texas State Board of Social Worker Examiners) or related field licensure -Two years of experience -Knowledge of individual and group counseling skills -Knowledge and skill in casework methods -Strong consultation skills for conferencing with teachers, parents, and students -Knowledge of prevention and intervention strategies, including behavior management interventions -Awareness and ability to access community resources -Excellent organizational, communication, and interpersonal skills
2.	Director of State and Federal Programs	<ul style="list-style-type: none"> -Masters Degree from accredited university -Hold a valid Texas Mid-Management certificate -Strong organizational skills, knowledge of district budget system -Strong computer skills, interpersonal skills -Strong oral and written communication skills -Ability to coordinate and oversee Federal and State supplemental education programs -Ability to interpret data and process accordingly as pertains to federal programs -Familiar with staffing procedures -Familiar with Federal/State application procedures, program rules and regulations -Familiarity with federal and special program rules and regulations -Experience with the implementation of Federal/State governmental procedures -Knowledge of elementary/secondary curriculum programs -Minimum 2 years administrative experience
3.	Coordinator of State and Federal Programs	<ul style="list-style-type: none"> -Master's Degree from accredited university, - Strong organizational, knowledge of budget system, computer skills - Strong interpersonal, oral and written communication skills - Ability to coordinate and assist Federal and State supplemental education programs - Ability to interpret data and process -Familiar with Federal/State application procedures, program rules and regulations -Familiarity with federal and special program rules and regulations -Experience with the implementation of Federal/State governmental procedures - Knowledge of elementary/secondary curriculum programs
4.	Grants Accountant	<ul style="list-style-type: none"> -Bachelor's degree in accounting or finance-related field -Knowledge of governmental accounting and auditing principles established by the Governmental Accounting System Board (GASB) -Ability to analyze and interpret financial data, analyze and evaluate accounting problems, develop data, and recommend and document -improved procedures -Knowledge of computerized accounting systems -Ability to use personal computer and software to develop complex accounting reports, spreadsheets, and databases, to work with numbers in an accurate and rapid manner -Effective communication and interpersonal skills -Two years accounting experience at a high level of responsibility -School district accounting preferred

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 243-905	Amendment # (for amendments only):
<p>Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The district level, goals and objectives are addressed through the District Advisory Committee. The District's Advisory Committee is comprised of parents, community and business leaders, district level staff as well as campus staff. The advisory committee meets periodically to review the needs, set strategies and updates/makes changes to the District Improvement Plan. The committee also provides input on the districtwide initiatives and programs before it is submitted to the school board for approval.</p> <p>More specific to the project, the applicant will use a variety of processes and procedures to set its objectives and ensure the goals of the program are being met. At the beginning of each school year, students enrolling into the LEA will complete the enrollment process via INFOSNAP which is the LEA's online enrollment system. Students that enroll in the district will complete the (SRQ) Student Residency Questionnaire which is embedded in the online enrollment system. The answers provided on the SRQ will assist the Homeless Liaison in determining if the student qualifies for McKinney-Vento services. It is important to note that the applicant will also maintain paper copies of the SRQ to give to students/families should they have change in living situation during the school year. Once a student qualifies for the program the student/family is notified by the Homeless Liaison that they qualify for the program and services that students are eligible are explained. The Homeless Liaison will then conduct a needs assessment to identify any needs that the student or family may be experiencing. Once the needs are identified, then the liaison will address the needs accordingly by purchasing clothing/uniforms, purchasing bus passes, arranging free lunch service for a student (just to name a few examples).</p> <p>The project will monitor the needs throughout the year by reviewing the data at mid-year and again at the end of the project year. The mid-year review will be used to address any needs or concern that the project may be experiencing. Before any adjustments are made to the grant, the liaison will consult and review with other State and Federal Programs personnel before changes are made to the grant. Any communication regarding these changes will be made through the Federal Programs Office and communicated to staff, teachers and the community in a variety of ways such as email, written and/or verbal communication) as a means to be included in the process. Parents and students on the other hand not directly involved with the process of making adjustments to the grant, but will be directly impacted by the changes made to the grant it self.</p>	

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 243-905		Amendment # (for amendments only):
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	The project will maintain a master spreadsheet to track the number of students participating in the Snack Pack Program.	1. At the beginning of the project, the project will estimate the number of students to be served by this activity. At mid-year, the project will review the data and determine if the project is making progress to its projected goal. The project will again review the data at end -of-year to see if the project has met its goal.
		2.
		3.
2.	The project will maintain a master spreadsheet to track the number of students requesting assistance with clothing.	1. At the beginning of the project, the project will estimate the number of students to be served by this activity. At mid-year, the project will review the data and determine if the project is making progress to its projected goal. The project will again review the data at end -of-year to see if the project has met its goal.
		2.
		3.
3.	The project will a maintain a master spreadsheet of all activities to track the number of students requesting assistance with transportation.	1. At the beginning of the project, the project will estimate the number of students to be served by this activity. At mid-year, the project will review the data and determine if the project is making progress to its projected goal. The project will again review the data at end -of-year to see if the project has met its goal.
		2.
		3.
4.	The project will conduct trainings with district staff regarding the McKinney-Vento Program.	1. At the beginning of the project, the project will estimate the number of staff to be served by this activity. The project will maintain documentation throughout the year. The documentation collected will be tallied at the end of the year to determine if our projected goal was met.
		2.
		3.
5.		1.
		2.
		3.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 243-905 Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Provide documentation regarding free lunch status to Food Service	350	Food Service Department, all campuses/ Homeless Liaison/Food Service staff	(SRQ) Student Residency Questionnaire will be kept on file in the Federal Programs Office as documentation. Email communication and a student spreadsheet will be maintained to document services.	#2
Attend annual homeless trainings as a means to stay updated on TEXSHEP requirements.	1	Conference site/ Homeless Liaison	Documentation such as Handouts, CEU's, conference Travel requests will be keep annual by the Homeless liaison as evidence.	#4
Coordinate (school) bus transportation with Durham throughout the school year.	75	campuses/Homeless Liaison and Durham staff	A student roster will I be maintained by the homeless liaison to cross reference with Durham and Student Services list.	#3
Purchase clothing and standardize dress for students during the school year (e.g. shoes, socks, underwear, coats, pants, tops, etc.) each school year.	75	Campuses/Homeless Liaison's Office/Homeless Liaison	Receipts will be maintained as a documentation for purchases, a request for services form be kept as documentation as well on file in the Federal Programs Office.	#1
Establish a Snack Pack Program for homeless students that will be given out weekly.	40	Elementary campuses/ /Homeless Liaison	SRQ's will be kept on file as proof the students qualify for homeless services. A student roster will also be maintain and updated weekly as students qualify for the Snack Pack program.	#2
Provide a tutor to work with students weekly at the local shelter.	25	shelter/ Homeless Liaison/ tutor	Copies of the tutor time sheets and student sign-in sheets will be collected each month; a student roster will be maintained by the project to document the students participating in tutorials	#5

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 243-905

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Faith Mission/Faith Refuge	Coordinate with shelter staff regarding identification, enrollment, transportation, clothing, school supplies for students staying at the shelter(s); serves as a resource to homeless families that need emergency housing.
2.	Communities In Schools	Provides a day and after-school program to secondary students (The program focuses on supporting student's social and academic needs as well as provides enrichment type activities to students participating in the program.
3.	WF Area Food Bank	Provides emergency food boxes to homeless families.
4.	Martin Luther King Center	Provides Thanksgiving baskets to homeless families.
5.	Project Back to School	Donates school supplies and backpacks to homeless students
6.	Homeless Coalition	Serve as a stakeholder on the COC and participate in the various activities held by the coalition.
7.	United Way	Maintains a phone switchboard (211) in which families can call for community resources both in and out of the county.
8.	Food Service	Provide documentation to Food Service Office regarding free lunch service for homeless students.
9.	Durham Transportation	Coordinate with Durham to provide transportation to students to and from school and/or school of origin.
10.	WFISD Truancy	Coordinate with the truancy office to provide transportation and social services to students; as well as address any truancy concerns/issues that homeless students maybe dealing with during the school year.
11.	WFISD Student Services Office	Communicate/collaborate with Student Services to ensure (homeless) students/families are aware of their rights and services; address any attendance zones and school of origin issues and/or dispute resolutions.
12.	WFISD Headstart	Coordinate and assist Headstart staff with identification, enrollment, social services, food service and transportation of homeless students
13.	WFISD Special Education Staff	Coordinate with Special Education staff regarding student enrollment, transportation for students with disabilities, assist in addressing any other social service needs.

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14.	Homeless Coalition	Serve as a stakeholder on the COC and participate in the various activities held by the coalition.
15.		

Schedule #16— Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 243-905

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The applicant is proposing to use these grant funds to maximize services that provide support to homeless students and unaccompanied youth. More specifically, the applicant plans to budget funds to pay a portion of the Homeless Liaison salary. The position of the liaison is to oversee the program and to ensure the implementation of the grant activities. As part of the grant activities, the liaison will provide district and campus level training to staff regarding McKinney-Vento as a means to facilitate the identification of homeless students. It is crucial that staff be trained on McKinney-Vento to ensure students are being identified at the time of enrollment and throughout the year so that students can benefit from the services of the program.

Once students have been identified as qualifying for the program, the liaison will act as the link between the school and the family by initiating contact with the students/families to explain their rights and services of the program. Furthermore, the liaison will conduct a needs assessment with the family in efforts to link the student/family(ies) to the appropriate resources and services. It is important to note, that many times these students enter into our schools with little to no resources or no means to acquire the things they need to be school ready. Thus, it is imperative that the applicant plan, budget and fund specific activities that will help to remove existing barriers. These grant funds will also assist in providing tangible items for students so that they are school ready on the first day they enroll. It is through these activities that the applicant intends to meet the needs of the student(s) and promote educational success.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On a campus level, the applicant will promote meaningful parent involvement among homeless youth and their parents/guardians by working with campus Parent Engagement liaisons to promote Parent Engagement events. The applicant will also provide training, guidance, and technical assistance to campus contacts and liaisons in regards to working with homeless youth. The applicant also works with campus and district level staff to provide reach out and open lines of communication regarding Parent Engagement events by communicating with families in home language through the use of an interpreter and/or providing materials to families in home language. Other forms of communication are also utilized to inform parents of educational opportunities such as Parent Link phone messages, newsletters, social media post, marquee post, and text apps.

At the district level, the Homeless Liaison collaborates with various departments, agencies and staff to include parents /students in the education process by serving as an educational advocate for homeless students or families by attending various meetings, conduct home and site visits, attend truancy hearings, etc. to include parents/ youth in the education process.

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Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The applicant and the Title I Program will collaborate at the beginning of each school year to review the needs of homeless students within the district. Once these needs are determined, the reservation set aside amount is determined as to how much it will cost to meet the needs of the student(s). All budget discussions regarding these funds will be finalized by the Federal Programs Office and documented in the district plan. Through this collaboration, the applicant will provide support to campus these non- Title campuses. In addition, the applicant will provide campus administrators with communication and guidance regarding these set aside funds as well as the intent and purpose of the funds. Furthermore, the district's Federal Programs Office will also share this information with campus administrators during their annual budget meetings.

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 243-905 Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<p>School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).</p>	<p>Yes. In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, as defined by law, the District shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. The District shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety. 7/20/16</p>

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 243-905

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The WFISD has set policies and procedures for identifying new and returning students each school year. Initially, at the beginning of each school year all parent/guardian(s) are asked to enroll their children in to school by using INFOSNAP which is our online enrollment system. As part of the online enrollment process, parents/guardians will complete the (SRQ) Student Residency Questionnaire which is used as a screening tool to identify students living in homeless situations. However, once the school year has begun and a student has a change in status, a paper copy will be given to them to document their new change in status/living situation. Lastly, any new students that enter the district once the school year has started or after a break has ended will follow the same online enrollment process and fill out the SRQ online. Once the SRQ's are filled out, the forms are forwarded to the Federal Programs Office to be reviewed and eligibility determined for McKinney services by the district's Homeless Liaison.

The Homeless Liaison will work in coordination with the local shelters and other district staff to identify students that are new to the area or who are not currently enrolled in our district. The liaison regularly makes sites visits to the local shelters to services and resources to families/students as well as enrollment assistance. In addition, the Homeless Liaison also partners with several departments within the district such as the Truancy Office, counselors, Student Assignment, Special Education, Pregnancy Related Services, Headstart and others to assist in identifying these students. Because of the nature of these individuals jobs, many times they come across situations where students are living in homeless situations. Once, these individuals have been identified as living in a homeless situation they are immediately referred to the Homeless Liaison for services.

As with the school age students, Headstart and Pre K students have procedures and processes in place to enroll and identify homeless students. Homeless families which have a student(s) that is of PreK or Headstart age will follow the same enrollment process as all other student's entering into the district which is to complete our online enrollment process through INFOSNAP. Once enrollment is complete families will be notified if they qualify for the program. All homeless PreK or Headstart students will automatically qualify for these programs since homelessness meets the criteria to be eligible for these programs. It is also important to note that the district reserve spots within these programs specifically for homeless students. Again, the Homeless Liaison works with in conjunction with various departments and staff within the district and these specific programs to provide services to these families and youth to include Pre-K.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 243-905	Amendment # (for amendments only):
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TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each school year before the start of school the Federal Programs Office presents training on the McKinney-Vento Program to administrators within the district. In addition to these trainings, the District's Homeless Liaison presents several trainings at the beginning of the year and throughout to secretaries, clerks, teachers, registrars, counselors and others regarding homeless and unaccompanied youth. The training covers topics such as how to identify students living in homeless situations, how do they qualify for the program, what are the steps to take after the SRQ's are filled out and what types of services are provided to these students. The liaison also guides each staff member through the questions on the SRQ for their understanding. The liaison reviews the homepages of the campus and the district's homepage which contains information and resources for parents/students. Staff are provide with a fact sheet containing the previous year's homeless numbers and types of services the students received as a means of understanding how important it is that the SRQ is filled out upon enrollment. Additionally, flyers, posters and brochures are also provided to each campus, district administration office as well as other partnering agencies and organizations to aid in the awareness of the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 243-905

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The applicant will use many strategies to address the academic needs of homeless students. Early identification of these students is the first step in providing services that will help address their social and academic needs.

Therefore each school year, the Homeless Liaison and Federal Programs Office will conduct trainings with district and campus staff regarding the identification of Homeless students. Once a student has been identified as "homeless", designated campus staff will be notified of the student's status. This campus level person will serve as a "point of contact" regarding these students and their situations while on their campus. The campus contact and the Homeless Liaison work in collaboration to provide services to the student. In addition, the liaison will also be monitoring the student's progress, the Homeless Liaison will also be monitoring the student's progress. Each six weeks (in elementary) and every nine weeks (for secondary students) the liaison will review the student's report card grades. If the liaison finds the student is failing then the student's counselor will be contacted to discuss possible interventions that can be implemented to ensure student success. The Homeless Liaison and the counselor will also explore the possibility of the student entering into credit recovery type class or an accelerated instruction program in order to recoup any credits.

Additionally, students that are still not progressing after some tried interventions may be referred to the (SST) Student Support Team on campus. The SST committee is comprised of a variety of campus staff such as teachers, interventionist, administrators, Special Ed staff, etc. that try to come up with solutions to resolve the student's problems (whether that be a academic, social or a behavioral need). Team members may also refer and make recommendations to refer the students to a more specialized program for services such as Special Education.

Furthermore, the applicant will also work with other departments within the district such as the Truancy Department to implement interventions and remove barriers that are preventing (homeless) students from coming to school. The Homeless Liaison and Truancy Officers collaborate to many times to provide resources and social services to students and their families that are seeking assistance with food, shelter, clothing and transportation (just to name a few). The liaison also works with the Coordinator of the Truancy to track its homeless students attendance. Each six weeks and every nine weeks the student's attendance is monitored as well as at the end of each semester. Homeless students attendance is also reported twice a year via the mid and end of year review. It is during these reviews, interventions are discussed and implemented to assist in increasing student attendance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 243-905

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA's district and campus level staff work in collaboration with each other to review, monitor and implement services that support student success. More specifically, as part of this collaboration district level staff assist campus level staff by participating in the review of student academic data and performance.

As a best practice, the district level staff along with the campus staff will use a variety of academic data such as benchmarks and standardized test scores to evaluate how the students within the district are performing. District level staff will conduct meetings with campus staff to further review and breakdown the data to look at how individual students and/or certain subgroups are performing. Once the data is desegregated, staff are included in the planning process and implementation of the strategies that will assist students to be successful in school. Furthermore, the district will report its findings to the District Advisory Committee as well as document its needs in the District Improvement Plan. District level staff will also work to develop strategies and initiatives districtwide (such as dual credit, summer school retention, accelerated programs) to ensure student are on track to grade level promotion, graduation and/ or are college ready.

More specific to the project, the applicant will work to establish collaborations with the district and campus level staff to ensure academic support is in place for homeless students. At the beginning of each school year, the liaison provide training to staff on identification of Homeless students. Once students are identified, the liaison will work with campus staff to ensure students are properly placed into the appropriate classes. The liaison will also collaborate with staff to ensure the students are given the same opportunities to participate in certain classes/programs as other non-homeless students. In addition, the liaison will also conduct its own review of the students academic progress by reviewing the students grade each nine weeks. Any student that is in danger of failing or that has scored below 70%, will be reviewed by the liaison and the student's counselor to implement any interventions that will promote academic success. It is through these interventions and other efforts that helps contribute to the academic success of homeless students.

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Schedule #18—Equitable Access and Participation™				
County-District Number or Vendor ID: 243-905			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 243-905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 243-905 Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 243-905 Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 243-905 Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 243-905

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 243-905			Amendment number (for amendments only):	
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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